

### Octorara Area School District

**Acquisition Lesson Plan**

Plan for the Concept, Topic, or Skill - Not for the Day

Name/Bldg: OIS Date(s):

Course/Subject: 5th and 6th Grade ELA

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| **Lesson Topic/Concept/Skill:** (PLAN FOR THE CONCEPT/TOPIC OR SKILL—NOT FOR THE DAY)  Fiction- Plot Diagram timeline with character response | |
| **Lesson Essential Question**: (What question will direct and focus the learning in this individual lesson?) How does Plot unfold as a series of episodes and how do characters respond or change toward resolution? | |
| **Assessment Prompts:** (What will students need to know and/or be able to do in order to respond to the Lesson Essential Question?)  #1 – Become familiar with elements of fiction and begin to recognize them in text  #2 –Understand how plot shapes character and feelings  #3 –Create character, setting, problem, climax, resolution “book” to show how plot shapes character feelings using dialogue | |
| **Activating Strategy**: (How will you hook students at the beginning of the lesson and activate and/or build the necessary prior knowledge?) Show created movie (previously created by students) to introduce terms in vocabulary (“It Was a Cold Dark Night”) | |
| **Key vocabulary** to preview: (What content-specific vocabulary will students need to know in order to make meaning of the learning in the lesson?)  Setting, character, problem, rising action, climax, falling action, resolution | |
| **Instruction**: (How will you provide instruction and/or specific learning experiences which lead students to the understanding necessary to meet each learning target within the lesson? What will be the sequence of these learning experiences?) | |
| Instruction #1: Show Pixar short to determine character feelings as plot moves toward resolution  Assessment Prompt#1:  Students fill out graphic organizer #1 while drawing events, then a timeline using words to fill out the character, setting, rising action events, climax, falling action and resolution of the Pixar Short movie. Discuss as group.  *\*Summarizing* – Students answer Assessment prompt #1. | **Teaching Strategies:**  **Graphic Organizer**: (What graphic organizers or other organizational tools will you use to help students organize their learning?)  #1 - See GO #1 (attached)  #2 – See GO #1 (attached)  #3 – See GO #3 (attached)  See GO #3abcde (rubrics)  #4 – GO #1 for independent “story” |
| Instruction #2: Read aloud (6th: Maniac Magee) with timeline of events and character feelings. Students write event on timeline GO, then the character’s feelings at that time under the event. The class agrees on the important event and adds it to the classroom graphic organizer on the wall, using different color index cards for the event and the feelings of the character. This will be started together and finished independently on the students graphic organizer.  *\*Activating –* Review EQ and Plot Diagram vocabulary  Assessment Prompt #2:  Students complete graphic organizer independently.  *\*Summarizing:* Students answer Assessment prompt #2 |
| Instruction #3: Students choose RAFT activity as culminating activity for the timeline of Maniac Magee. See RAFT attachment and GO #3 paperwork. (This is a 4-6 day activity) depending on the chosen project  Assessment Prompt #3: Completed project according to RAFT assignment and rubric for grading |
| Instruction #4: Create story with character, setting, problem, rising action, climax, falling action, and resolution using app on ipad “It Was a Cold Dark Night.”  Assessments Prompts #4: Completed GO and able create story on ipad |  |
| **Summarizing Strategy:** (How will students summarize what they have learned as a result of the lesson to provide evidence of their understanding, in relation to the lesson essential question? Examples: Exit Ticket, 3-2-1, Answer the EQ, writing-to-learn exercise, etc.)  Students will be answer to answer the EQ with an Exit Ticket | |